

Stakeholders' Forum Questionnaire

Stakeholder meeting location _____ Date _____

Group facilitator _____

Please mark only one category in the stakeholders' list to describe your role in bilingual education:

- ☐ Parent/Guardian
- ☐ K-12 Bilingual Teacher
- ☐ Teacher Candidate
- ☐ K-12 School Administrator
- ☐ University faculty
- ☐ Researcher/Consultant
- ☐ K-12 Teacher non-Bilingual
- ☐ Other

Please indicate the region where you reside (mark only one area):

- ☐ Region 1 (Del Norte, Humboldt, Lake, Mendocino, and Sonoma Counties)
- ☐ Region 2 (Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties)
- ☐ Region 3 (Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties)
- ☐ Region 4 (Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties)
- ☐ Region 5 (Monterey, San Benito, Santa Clara, and Santa Cruz Counties)
- ☐ Region 6 (Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne Counties)
- ☐ Region 7 (Fresno, Kings, Madera, Mariposa, Merced, and Tulare Counties)
- ☐ Region 8 (Kern, San Luis Obispo, Santa Barbara, and Ventura Counties)
- ☐ Region 9 (Imperial, Orange, and San Diego Counties)
- ☐ Region 10 (Inyo, Mono, Riverside, and San Bernardino Counties)
- ☐ Region 11 (Los Angeles County)

Please mark the languages other than English for which you are certified to teach, in which you are literate, or for which you provide bilingual education services:

- ☐ Spanish
- ☐ Vietnamese
- ☐ Hmong
- ☐ Cantonese
- ☐ Korean
- ☐ Mandarin
- ☐ Tagalog/Filipino/Pilipino
- ☐ Armenian
- ☐ Khmer/Cambodian
- ☐ Punjabi
- ☐ Russian
- ☐ Arabic
- ☐ Other _____ (Please state).

Please respond to the survey questions and open-ended questions for each of the policy questions. To respond to the survey questions, use the following categories to guide you:
SD – Strongly Disagree; D – Disagree; DK – Don’t Know / No Opinion; A – Agree;
SA – Strongly Agree

A. Should the Commission explore alternatives to the current route to bilingual certification for already-credentialed teachers?

Background: Currently, credentialed teachers may add a bilingual teaching authorization by passing the Bilingual Crosscultural and Academic Development (BCLAD) Examination.

Question to Consider: Should an exam be the only route to earn a bilingual authorization for those teachers already credentialed or should there be additional routes to bilingual certification, such as completion of a program of coursework, or a combination of both coursework and passage of an examination?

SD=Strongly Disagree D=Disagree DK=Don’t Know/No Opinion A=Agree	Mark only one				
	SD	D	DK	A	SA
1. Credentialed teachers should be able to add bilingual certification by examination only.					
2. Credentialed teachers should be able to add bilingual certification through coursework only.					
3. Credentialed teachers should be able to add bilingual certification through both coursework and by examination.					
4. Credentialed teachers should be provided with multiple options for bilingual certification (e.g., coursework or exam).					

B. How shall the Commission maintain a structure for bilingual certification for those candidates who are in the process of earning a credential?

Background: Bilingual teacher candidates must have strong speaking and writing skills in the language of instruction, awareness of second-language acquisition issues, familiarity with English language development (ELD) and specially designed academic instruction in English (SDAIE) strategies. They must have a student teaching experience in a classroom where the language of instruction is in a language other than English. Competencies and assessments for bilingual teacher candidates are currently offered within the Multiple/Single Subject Teaching Credential Bilingual emphasis programs.

Question to consider: Should bilingual credential candidates continue to be able to complete bilingual teaching authorizations within their credential programs? Should there be additional ways to earn a bilingual teaching authorization?

SD=Strongly Disagree D=Disagree DK=Don't Know/No Opinion A=Agree	Mark only one				
	SD	D	DK	A	SA
1. Bilingual credential candidates should be able to continue to complete bilingual teaching authorizations through CCTC-approved credential preparation program that aligns with SB 2042 teacher preparation programs.					
2. There should be additional ways to earn a bilingual teaching authorization.					

Please tell us about the pathways you think that CTC should add for bilingual teaching authorizations:

C. Given the increased number of languages spoken by students in California classrooms, how can the Commission provide bilingual certification for more languages?

Background: BCLAD examinations are offered for ten languages and Emphasis programs are offered for fourteen languages. Yet there are over 50 languages spoken by English learners in California classrooms (CDE, 2005)¹. Ninety percent of all English learners are represented by four languages other than English: Spanish, Vietnamese, Hmong, and Cantonese. Although BCLAD examinations are available for most commonly spoken languages, CTC data show that, other than Spanish, very few individuals take the other language exams.

Question to Consider: Given the recent regional trends in immigration enrollment and language diversity in your school or region, do you see a need for more language authorizations for bilingual certification? If so, how should those seeking bilingual authorizations meet the language proficiency requirement?

	Mark only one				
SD=Strongly Disagree D=Disagree DK=Don't Know/No Opinion A=Agree	SD	D	DK	A	SA
1. The CCTC should approve university-based language examinations for less-frequently spoken languages (i.e., Korean, Mandarin, and Filipino/Pilipino).					
2. The CCTC should approve language examinations for less frequently spoken languages developed by professional organizations such as ACTFL (American Council for Teaching Foreign Languages					
3. The CCTC should approve alternative pathways to bilingual certification for less frequently spoken languages.					
5. Credentialed teachers should be provided with multiple options for bilingual certification (e.g., coursework or exam).					

Please tell us about the pathways you would propose for bilingual certification.

1. <http://data1.cde.ca.gov/dataquest/LEPbyLang1.asp?cChoice=LepbyLang1&cYear=2004-05&cLevel=State&cTopic=LC&myTimeFrame=S&submit1=Submit> (CDE Educational Demographics Unit, "Number of English Learners by Language")

D. How should newer models of bilingual instruction be considered in the development of updated requirements for bilingual certification?

Background: The following is a description of the two most common Dual-language Immersion/Two-Way Immersion models of instruction offered in California public schools. There are many other models used across the state.

90:10 Immersion model – In this setting, instruction begins with 90% of the time in the target, or non-English language, in kindergarten with 10% of the instruction in English. The amount of time teaching in the target language decreases yearly as English increases until there is an equal balance of language use.

50:50 Immersion model – In this setting, teachers use English and the target language for 50 percent of the time throughout the duration of the program.

Question to Consider: How should these two-way models of bilingual immersion be considered in the development of updated certification requirements for bilingual teachers?

SD=Strongly Disagree D=Disagree DK=Don't Know/No Opinion A=Agree	Mark only one				
	SD	D	DK	A	SA
1. The commission should offer an initial bilingual credential that authorizes teaching in all bilingual education settings .					
2. Bilingual teachers in two-way immersion programs should be held to higher pedagogical standards than those required for traditional bilingual education programs.					
3. Bilingual teachers in two-way immersion programs should be held to higher literacy standards in languages other than English than those required for traditional bilingual education programs.					

E. Additional Comments

Question to Consider: In the area of bilingual certification, what is the most pressing issue and should be considered first? Please add here any other information or comments you would like to communicate to the Commission regarding bilingual certification